

ST CRISPIN'S SCHOOL



Standards and Quality Report Session 24/25

St Crispin's is a non-denominational school in Edinburgh for learners with severe and complex additional support needs. Our aim is to provide child centred education which develops skills that allow our learners to integrate into their communities to their full potential. We value each individual child for who they are and highlight the importance of high-quality provision for children and young people who can flourish with the right support. Families form a huge part of our ethos as we appreciate the considerations of having a family member with a complex and lifelong additional support need.

We are a primary and secondary through school for children and young people aged between 5-18yrs. Almost all our learners have a diagnosed intellectual disability, and over 90% also have a diagnosis of autism spectrum disorder. Our learners require significant support and supervision from our skilled team of staff. In February 2022 we moved to a new, purpose-built accommodation in the Burdiehouse community. Children and young people come from all areas across the local authority. Most of our learners are transported to and from school by council buses and taxis and are supported by escorts. This session we have 13 classrooms in the school: four primary classes and nine senior classes. Composition of the class groupings are created in response to the unique needs of our learners in each classroom. Where possible we try to place our learners in chronological age but their developmental needs will also be a significant factor.

We have a school roll of 75 learners with a maximum of 6 learners in each classroom currently. We have 3 senior school leavers this session who are moving onto destinations within adult services. Every class has a teacher and there is support from a team of Grade 5 and Grade 4 Support Assistants across the school. The Senior Leadership team is made up of a Headteacher, two Deputy Headteachers and two Principal teachers. The current Headteacher has been in post since May 2022.

We have fulltime PE/Swimming complimented by 0.4fte Music and Art Teachers. There is a 0.5fte Business Manager, a fulltime admin assistant and two school janitors on our school staff team. We have input from NHS colleagues in the Speech and Language and Occupational Therapy Teams, Child and Adolescent Mental Health Service and Community Learning Disability Nursing. Our families are also supported by our school Educational Psychologist and Disability Social Work. The Young Adult Disability team and Skills Development Scotland support transitions for school leavers.

Admission to St Crispin's is by decision of the Children and Families Department following assessment, consultation with Parents and Carers and consideration by the Education Resource Panel (ERG). This group meets each year to consider placements for the next school session. Children and Young People can enter the school at any time during their school years at the recommendation of ERG if there is a vacancy. Parents can make placing requests for consideration at the ERG at any time.

Standard and Quality Report 2024-25

School				
What have we done? <i>(What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)</i>	How well are you doing? What's working well for your learners? <i>(Consider the full QI, self-evaluative statements against each theme)</i>	How do you know? What evidence do you have of positive impact on learners? <i>(What evidence do you have? Quantitative or qualitative data to support.)</i>	What are you going to do now? What are your improvement priorities in this area? <i>(Identify a few next steps linked directly to progress and impact for this area/priority)</i>	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
Developing a shared vision, values and aims relevant to the school and its community				Good
<p>Engagement with parents has been carried out through four main channels:</p> <p>Parent Council – Chair has taken an active role in understanding school ethos and encouraging wider parent participation. This has enabled improved understanding of the lived experience of parents and what they view as the purpose of education for their child</p> <p>Friends of St Crispin's Charity – Staff and parents have become trustees and moving towards a shared vision for fundraising for the school facilities. Discussions have taken place about where the shortfall in experience is for our learners and how we can enhance this. For example, access to high quality play equipment</p> <p>Whole school Self – Evaluation – Parents provided candid feedback on a range of topics. Key point was building the sense of community in the new setting. Parents also fed back that they understand broadly the values of S Crispin's but feel this would benefit from being clarified in a vision statement</p> <p>Focus Group – QIO carried out a parent focus group which highlighted a need to review parent communication</p> <p>We attempted to engage with wider stakeholders with mixed success:</p>			<p>Next step is to articulate into a vision statement which encapsulates the engagement with parents and wider stakeholders</p>	

<p>QIO – carried out a limited focus group with CAMHS and the Children Affected by Disability Team.</p> <p>A CAT working group contacted almost 30 adult service providers and respite services asking for feedback on our curriculum, but responses were very limited</p>		
<p>Strategic planning for continuous improvement</p>		
<p>Change of approach resulted in training being delivered by Speech and Language Therapy in January 2025. This was followed by SALT joining a teacher meeting to discuss how the principles of the training could be applied to our setting</p> <p>Further consideration required on how we develop use of communication aids for individuals based on their profile of need and include parents in supporting this through use at home. PECs, aided language boards, high tech AAC or verbal prompts. This has resulted in improved individualisation of communication approach for pupils.</p> <p>All staff have been encouraged to play an active role in regular meetings for each role in the school. These are carried out through a variety of meetings: Whole staff, teacher, Grade 5 staff and Pupil Support Worker are in the calendar at regular intervals.</p> <p>Staff are also encouraged to attend the Health and Safety group which meets every three weeks. This is formed by staff from all roles and attended by unions reps.</p>	<p>Review communication policy with a view to clarifying position on use of AAC across pupil profiles</p>	
<p>Implementing improvement and change</p>		
<p>An induction pack has been developed and split into Part 1 and 2. While this covers most vital aspects of working within St Crispin's follow up sessions which were designed to support new staff starting have been limited due to capacity. This is especially true for support staff.</p> <p>New teaching staff have been supported by shadowing and co-teaching with Principal Teachers. New staff report the learning curve to be steep moving into a role within a specialist school but that the environment is supportive.</p> <p>Next step is to provide new teaching staff with a checklist of initial tasks, a starter timetable and support from PTs for establishing class routines.</p>	<p>For support staff it will be useful to consult with Grade 5 staff and PSWs about what would help their experience of joining the school.</p>	

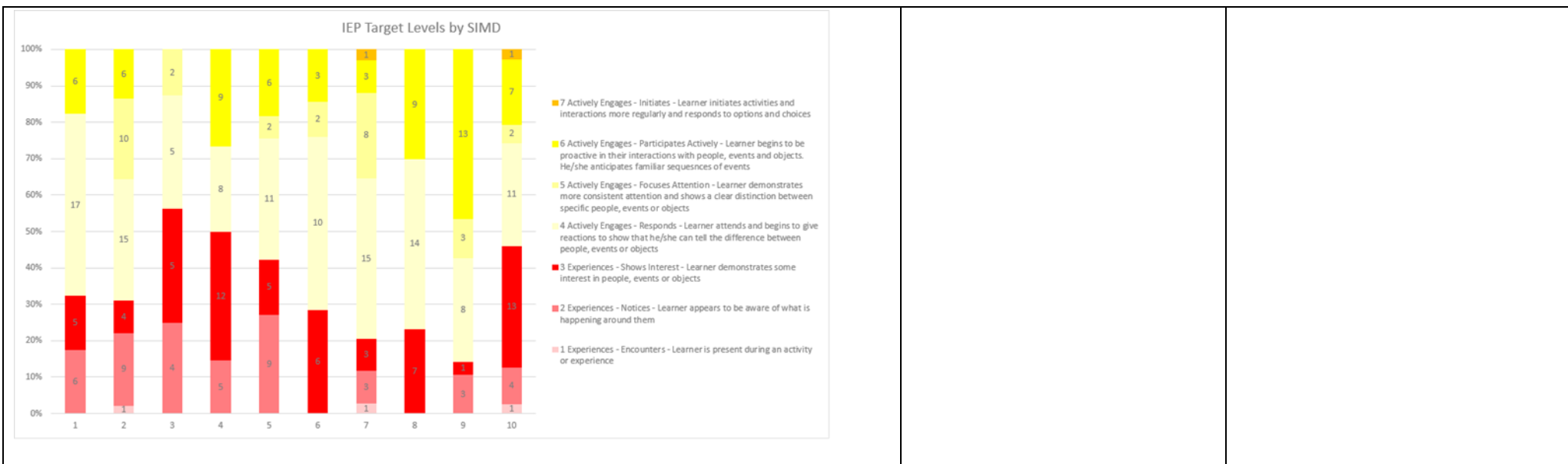
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

Learning and engagement		Satisfactory
<p>This year we intended to build on work delivering 'Nature Play' however this was hampered due to vandalism in allotment areas. Repair work has been undertaken and will be revisited in the new session. Pupils were having a positive experience from Nature Play sessions evidenced by feedback from staff.</p> <p>Teachers this year undertook the task of creating rationales for the use of shared and outdoor spaces such as Soft Play, Sensory Room and the Playground. We know pupils have positive experiences in these settings shown through feedback to parents in planning meetings and observation. There is a need to structure this time to ensure an educational component which we track to each year to build on progress. There was quality discussion about the functional skills that can be learned in these areas and applied to other settings but difficulty agreeing which steps are required and what can be generalised outcomes across all contexts.</p>	<p>Next step to encourage teachers to plan learning in available outdoor space as well as consider it an experiential opportunity.</p> <p>Review Learning and Teaching policy to inform next steps in use of shared spaces and educational tracking.</p>	
Quality of teaching		
<p>Peer Shared Classroom Experiences took place with a focus on organisation and management. Qualitative evidence has been gathered over the past two years which show a high level of consistency in approach around classroom management in terms of physical resource and staff deployment by class teachers. Pupils have benefitted from having increased adult input for individual work box tasks and tailored support for group work tasks.</p> <p>Later Senior Leadership undertook shared classroom experiences with an emphasis on class routines. Universal Support guidance was put in place two years ago and there has been an emphasis on use of consistent transition supports for pupils. Evidence was gathered that all classes use visual timetables, song signifiers and signalong but this was not used by all staff in every class. Pupils benefit from the consistency of this approach as it can be used in any setting at any time to give them a familiar response from an adult.</p>	<p>Continue, to emphasise consistency of core Universal Approaches across the school through Shared Classroom Experiences that reference Universal Support Guidance in place</p>	
Effective use of assessment		
<p>Two moderation sessions took place this year. The first focused on video of teaching in class which were shared with colleagues and provided an opportunity to share practice and comment on pupil response. This not only informs judgement on assessing a pupil against the Continuum of Engagement which is particularly useful for new teaching staff</p>	<p>Continue moderation approach as it supports informed and consistent judgement across the</p>	

<p>but also shares developmentally appropriate practice for pupils at different stages of communication. We observe teaching being differentiated more effectively because of this.</p> <p>The second focused on moderating input with the newly established Pupil Tracker. This year saw the first data inputted into our tracker built to show progress through IEPs and Milestones across P1-S6. It allows us to see where progress and ensure learning takes place in other contexts if a pupil has hit a plateau where their skills are not going to progress further but broader experiences still hold educational value.</p>	<p>teaching staff.</p> <p>Use Pupil Tracker to collate and compare data over time</p>	
<p>Planning, tracking and monitoring</p>		
<p>New Primary topic headings were developed through Departmental Meetings this year. Pupils currently benefit from different topics but we recognised a need for a broader range of experiences which this change addresses. Teachers considered how developmentally appropriate skills can be progressed through each area.</p> <p>During discussion with the Head teacher the school QIO identified a need to record the responsive planning which is taking place across the school. Pupils currently have adaptations made to activities but there is no format to capture the day-to-day changes in delivery based on their engagement.</p> <p>ASDAN and SQA qualifications were moderated and school co-ordinators attended external moderation events. This ensures the level of support pupils require to achieve outcomes for each qualification is accurately recorded on the evidence submitted.</p>	<p>Purchase resources for new Primary topics</p> <p>In teacher meetings begin to discuss responsive planning formats for individual pupils.</p> <p>Continue to moderate ASDAN and SQA evidence internally through Departmental meetings especially with new teaching staff</p>	
<p>QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)</p>		
<p>Wellbeing</p>		<p>Good</p>
<p>We continue to track overall wellbeing across the school using weekly RAG sheets. These show which pupils have had a settled week and engaged well and which pupils have been dysregulated. Often periods of dysregulation are accompanied by an incident form which results in a member of Senior Management carrying out a debrief with staff around events leading up to the incident and response. Discussions take place about how to mitigate or avoid future repeats and identify patterns staff should be aware of. This results in pupils having consideration of each incident of upset and proactive planning to be in place to reduce any risk for all involved.</p> <p>Incident forms are shared with central officers to identify any trends and inform discussions about school ethos around behaviours of concern.</p>	<p>Continue work with individual families to address low attendance through the child planning process.</p>	

<p>Overall attendance has declined this session. This is largely due to high absences for individual pupils rather than a decline across high numbers of pupils. Individual family circumstances have played a huge role in this and bespoke planning is in place for each. In most instances this results in improved relationships between school and families which benefits the pupils by encouraging a holistic approach.</p> <p>Multi-agency working with partners such as CLDN are well developed and support families at home as well as pupils in school.</p>		
<p>Fulfilment of statutory duties</p>		
<p>Skills Development Scotland have engaged with current S5 pupils who require support for a positive post school destination.</p>	<p>Continue to strengthen this partnership through regular planning meeting involvement.</p>	
<p>Inclusion and equality</p>		
<p>SALT have attended planning meetings for this session which has been beneficial for joint working. Priorities have been identified through termly meetings between SLT and therapists.</p>	<p>SALT was not covered within the parent self-evaluation feedback this session but will be included next year.</p>	
<p>QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>		
<p>Attainment in literacy and numeracy</p>		<p>Satisfactory</p>
<p>Teachers worked on this within a CAT group this year. Helpful discussion of developmental steps and what are key stages to skill acquisition but no agreement on approach to be adopted.</p>	<p>Decision to do this as a whole school staff team next year on an INSET day to ensure a bank is created.</p>	
<p>Attainment over time</p>		
<p>Initial data has been inputted and moderated this year allowing data to be generated which captures a snapshot of where pupil attainment is at this time. Next year comparative data will be available to show trends</p>	<p>Also seeking a method of generating overall data from individual records with support from Stephen Jamieson authority lead on Pupil Tracking</p>	

Overall quality of learners' achievement		
Ongoing work to deliver National 2 options for most able pupils. The class teacher and DHT will undertake this next session.		
Equity for all learners		
<p>One pupil is now engaged with the EAL team for support with English acquisition.</p> <p>Families have been referred to the multi-cultural family base but there has been limited partnership working so far.</p> <p>Over the past year we have monitored the SIMD for our pupils and looked at FMR. All our pupils receive free school meals as it is a large part of our curriculum due to feeding and eating being issues for a large proportion of our pupils. Only 17 of our pupils are actually registered for free school meals and most of these pupils have siblings in other schools so will be automatically registered.</p> <p>We looked at SIMD and our IEP learning outcomes to ensure we are aware of any gap.</p> <p><u>Results</u> There is no statistical difference in SIMD and levels of IEP outcomes. There are a disproportionately low number of pupils registered for free school meals.</p> <p><u>Impact</u> We are reviewing goals set to ensure that the targets are appropriate for each individual pupil, as such SIMD appears to have a limited impact on academic outcomes. Being aware of SIMD and FMR allows us to be aware of the families that might require more support with financial and extracurricular activities.</p>	<p>Equalities data still to be presented to all staff during next session.</p> <p>Encourage FMR for more eligible families to ensure they receive all the support they are entitled to (such as school uniform support) and to ensure that our pupils are not inadvertently disadvantaged for Pupil Equity Funding.</p>	



QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

Arrangements for safeguarding, including child protection **Good**

Care Experienced pupils have been discussed at Senior Leadership Meetings, attainment and wellbeing are monitored.

Arrangements to ensure wellbeing

Positive Behaviour Policy was updated in June 2024 and shared on the website.
 RAG sheets are reviewed every Education Team meeting to ensure no trends are missed.
 Each incident results in a debrief.

Next step is ongoing liaison with the Head of Inclusion to ensure individual pupil risk management plans are in line with new guidance within Included Engaged and Involved 3

National guidance and legislation

Included, Engaged and Involved 3 response

QI 2.2 Curriculum: Theme 3 Learning pathways

<p>Through a CAT working group, we asked families several questions related to the skills being developed through the St Crispin's curriculum. These asked both which skills are important and how well are they being developed at St Crispin's School.</p> <p>Families reinforced that they are seeking a life skills-based approach which covers:</p> <p>Personal care, feeding, toileting, communication, community safety, toothbrushing among other areas</p> <p>They also reinforced that we currently cover these topics well.</p> <p>In terms of positive destination parents reinforced the answers were: like a continuation of school, a residential place or an adult services day placement.</p> <p>Responses from adult service providers were few.</p>	<p>This reinforced that the current approach to curriculum is appropriate, but we may need to consider tracking practical skill acquisition through IEPs.</p>	<p>Satisfactory</p>
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

<p>Based on parent feedback there was no clear desire to continue with end of year reports as they largely duplicated information shared on Individual Educational Plan Evaluations. In 24/25 no end of year reports will be sent out.</p> <p>Parents in focus group had an appetite for daily feedback to have more detail on aspects of learning.</p> <p>The EPATS course was run alongside Kindred for parents of our youngest pupils. Feedback was overwhelmingly positive and attendance at the sessions was high. Many parents reported having a forum to discuss their child's disability with knowledgeable practitioners was invaluable.</p>	<p>Next step is for teacher meetings to review daily feedback format.</p> <p>We will seek to run EPATs again next session in partnership with Kindred.</p>	<p>Satisfactory</p>
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